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THE USE OF THE MOTION PICTURE IN THE TEACHING OF HEALTH FOR GRADE EIGHT

Submitted by

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CHAPTER I

THE INTRODUCTION

A. The Problem.

The purpose of this service paper is to report on the use of the motion picture in education, with special reference to its use in the teaching of health for grade eight.

B. The Need for Films in Health Education

The educational program of our up-to-date school today has expanded greatly to the extent that the modern child centered school is no longer merely interested in the pupil's achievement of the "tool subjects." Instead we find schools with a highly diversified curriculum striving to enrich the child's background. It is only a few decades ago that health education was considered in a lesser vein and little consideration was given to it when building the curriculum. Today, however, that attitude has given way, and we now realize that health education

Chapter I

The Problem

A. The Problem.

The purpose of this survey is to report on the use of the audio visual aids in education, with special reference to its use in the teaching of music for grade eight.

B. The Need for Aims in Music Education

The educational record of our up-to-date school today has expanded greatly in the extent that the course will embrace a school of type "school music." Instead we find schools with a rigid directed curriculum striving to confine the child's background. It is only a few decades ago that Music education was considered in a lesser way and little consideration was given to it when building the curriculum. Today, however, that attitude has given way, and we now realize that music education

is of prime importance to all schools. Some authorities openly declare it is the first concern of education. C. E. Turner[1] has made the statement, "We have left behind the concept that the school's only responsibility is to teach facts, and have arrived at the concept that the school's responsibility is to train for citizenship with due consideration of the child's physical, mental, and emotional welfare."

As the curriculum has undergone a marked change in the past few decades, likewise the subject matter of health education itself has been revised. We no longer confine ourselves to the preaching of "the rules of healthy living." Instead we take a broader interest in the "challenging problems of personal and community living." No longer do we find health education a topic designed to be entrenched in the elementary school. It has now rapidly expanded to the junior and senior high school, and is beginning to occupy a prominent place there.

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1 C. E. Turner, Principles of Health Education (Boston: D. C. Heath Company, 1935) Chapter I

Conrad and Meister,[2] in their book, "Teaching Procedures in Health Education," comment on the scope of a well rounded course in health. They state, "essential learnings include the health practices and knowledges that the well-informed graduate should possess for a wholesome and serviceable life." The authors continue that these goals are best presented by means of the following categories:

1. "Sufficient knowledge of anatomy and physiology to serve as a rational background for hygienic practices in exercise, body mechanics, diet, rest, ventilation, and sunshine exposure.
2. "Sufficient understanding of physical limitations and strengths for developing a sane regimen of daily living.
3. "An awareness of the varying individual reactions to narcotization attendant upon the use of alcohol, tobacco, and certain

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2 Howard L. Conrad and Joseph F. Meister, Teaching Procedures in Health Education (Philadelphia: W. B. Saunders Company, 1939) P. 24.

drugs.

4. "Knowledge and skills to be used as a protection against adverse conditions such as avoidance of infection, first aid, home nursing, and safety education.

5. "An understanding of the hazards which are present in certain vocations and an adequate knowledge of the practices and devices which reduce such hazards.

6. "A realization and an appreciation of the achievements made in public health, health service, and scientific medicine."

In the development of these principles of health education, visual aids play an important part. A. V. Dorris[3] states, "Visual instruction is not a separate subject nor even a new procedure. It is, rather, merely a means to an end. Visual instruction simply means the presentation of knowledge to be gained through the 'seeing experience'."

The chief value of visual aids is that of making subject matter less abstract or bookish. It

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3 A. V. Dorris, Visual Instruction in the Public Schools (Boston: Ginn and Company, 1928) P. 6.

also helps to clarify new words and to give them understanding since many of these words are memorized without meaning.

Visual aids include a number of pictorial devices such as blackboard sketches and devices, pictures, charts, posters, maps, specimens, demonstrations, class excursions, films, and etcetera. In this paper we are particularly interested in the use of the film as an aid to the teaching of health.

There is a definite need for films in the instruction of health education. Undoubtedly, there are certain phases of health that are extremely uninteresting to the pupil, especially if the teacher is lacking in the technique of proper motivation. If the lesson is simply one about which the teacher talks and then assigns homework, then the material becomes dry and valueless to the child. Many of the earlier films dealing with health subjects were inclined to preach about the "evil effects" of the failure to observe good health habits. Such films lacked sufficient instructional value and had little story appeal to them. However, in later years, the motion picture

companies have put on the market large numbers of scientifically sound and entertaining films on health subjects. One has only to examine catalogs to find almost any number of films dealing with the particular phase of health he is teaching. They range all the way from the care of eyes, ears, and throat to the problems of community health.

J. J. Weber[4] in his article, "Picture Values in Education" lists the values of films as follows:

1. "The first and most obvious contribution of the film is that it provides realistic imagery which enables the pupils to give meaning to the facts presented to them verbally.
2. "The second contribution is better organization of subject matter as presented by the good educational film. The continuity of the film aids considerably in accomplishing this coordination and subordination of facts and inferences.

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4. J. J. Weber, "Picture Values in Education," The Educational Screen, May 1928.

3. "The third contribution is the increased interest and enjoyment present in the film motivated lesson." Weber continues to say, "This much is certain; films tend to make verbal instruction more interesting; as interest is the oil in the learning motor, the entire classroom performance is more satisfying all around."

Thus we see that if films are used in the teaching of health education, the teacher has at his command a medium, a film medium, which is a kind of "universal language." This language becomes a most vivid kind of communication. It arouses interest and imagination. Films, if properly used, can move even the"most impassive class into the path of thought and action."[5]

C. F. Hoban[6] strongly states, "Motion pictures should be considered complementary to all types of education and not just supplementary to education."

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5. C. F. Hoban, "Implication of Motion Pictures in the Elementary and Secondary School Curriculum," Educational Records. 22: 313-20, July, 1941

6. Ibid

C. The Treatment of the Problem

This service paper will show the reader "The Use of the Motion Picture in the Teaching of Health for Grade Eight." It will be presented in the following manner:

1. First, the writer will report some of the recent research findings in the use of the motion picture as a teaching medium. Of particular interest should be the findings of the army and navy.
2. Next a list of the most commonly taught health topics chosen from an analysis of nine selected junior high textbooks.
3. Using the above list of topics, a number of films will be given which are helpful in the teaching of the health topics.
4. Following this will be an attempt to set up a model lesson on the use of films dealing with a particular health education item.

5. Next will be a listing of a method of evaluating motion pictures on health education.
6. And last will be a summary of the material presented.

CHAPTER II

MOTION PICTURES IN EDUCATION

A. Some Comments of Educators and Research Findings

The place that the motion picture plays in the part of real education is an important one. Although the celluloid strip was some time in coming into its own, today we fully appreciate and recognize its true value. "The motion picture must be thought of as an added tool of learning," is a true statement. Dr. George F. Zook, in his annual report to the American Council on Education, has made the statement that the motion picture is "the most revolutionary instrument introduced in education since the printing press."

Many are the favorable comments of educators regarding the worthwhileness of the motion picture. Mr. E. Dale[1] in The Education Digest, March 1939 remarks, "the motion picture can warm up problems that are often intellectually cold. The motion pic-

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[1] L. E. Dale, "The Place of Sound Pictures in Education" Education Digest 4; 19-21, March 1939.

ture can humanize ideas, can show us what things mean in terms of their effects on people. Our schools have limped along on foot while the world was moving forward on wheels. The use of the new educational tools like the film is imperative."

Curtis E. Warren[2] writes in the California Journal of Secondary Education, "motion pictures stimulate critical thinking. Children slow in reading and comprehending abstract symbols, and for whom critical thinking has been impossible in the past, behave entirely differently when similar problems are presented through the medium of the film. For people of foreign birth or parentage, the motion picture bridges the gap between their native background and the society in which they are living. It has brought concrete ideas into the classroom, has given the teacher and pupils a common meeting ground, has provided the teacher with a beginning point for the development of his pupils. Films help to promote critical thinking by clarifying and objecti-

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2. Curtis E. Warren, "Contributions of Films to a School Program," California Journal of Secondary Education,, 16:395-9, November 1941.

fying certain abstractions which are difficult for pupils to grasp, yet which are important."

The same educator continues to expound that "the motion picture has been found to have a stimulating effect on the use of language. Children who have been reticent and dull became alive and interested. Motion pictures also have their use as a means to motivate experimentation. In various situations the use of the microscope, the classification of insects, leaves, flowers, and the growth of plants in different soils were brought about by things seen in films."

To get an overall picture of the great possibilities of the resourcefulness of the motion picture, let us digest the following from the book "Motion Pictures in Education" by Ellis and Thornborough.[3] The authors state "To a greater extent than any still representation, the cinema is able to present objects as they actually exist, move and have their being: bring distant peoples into the classroom and show them actually going about their ordinary pursuits as they

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3 D. C. Ellis and L. Thornborough, Motion Pictures in Education (New York: Thomas Y. Crowell Company, 1923)

really did in the distant land when the picture was being taken; or, better still, it in effect transports the spectator to the distant land and enables him to mingle and live with its inhabitants, to view the country from the observation platform of a railroad train as it winds its way through the chasms and valleys and mountains, or to stand beneath the waterfall many hundreds of miles away and almost feel the spray upon his brow.

Motion pictures overcome time and space. By means of them rapid processes can be slowed down and analyzed; slow processes can be accelerated; inanimate objects become animate; dead facts made to live and pulsate. Attention can be held and concentrated and the memory more deeply impressed by the moving image projected on a brightly illuminated screen in a darkened room than by ordinary teaching methods.

Scientific experiments and demonstrations performed with this ideal equipment and under the best possible conditions, and operations performed in the clinic can, by means of motion pictures, be repeated

indefinitely anywhere and at small expense. Microscopic life can be enlarged many times on the screen, so that what can ordinarily be seen with great difficulty through the microscope by only one at a time can easily be viewed on the screen by the entire class. Motion pictures expand the experiences of the pupils by bringing to them the whole wide world. School-room instruction can by this newer medium be made more pleasant, less expensive in the long run and immeasurably more efficient."

F. H. Bair[4] reported in the Clearing House Magazine on May 1938 that "What children see they remember. The second and third grade children at the end of the six weeks remember ninety per cent of what they knew on the day of the film showing. Three months after seeing the film, they remember as much as they did six weeks after seeing it. ----- the amount of information gained from motion pictures by children of all ages is tremendously high."

In the shaping of social attitudes, the Payne

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4 F. H. Bair, "Exploring the Educational Possibilities of Motion Pictures", Clearing House, 12: 515-18, May 1938.

Fund Studies[5] concluded that "the attitude of children towards a social value(war, crime, sex, and the like) can be measurably changed by one exposure to a picture. Continual exposure to pictures of similar character will in the end produce a measurable change of attitude. What the range and limits of such influence may be we do not know. Since attitudes tend to determine actions, this is a fact of first importance to education."

Dr. Charter, as a part of the Payne Fund Studies on Motion Pictures and Youth said, "The motion picture is an extremely powerful medium of education, the range of influence is very wide .... The world of phantasy of children and young people of both sexes is ruled by movie subjects; they stir emotions, give techniques of action, stir powerful ambitions, good and bad, develop permanent ideals, high and low, and crystallize the framework of life careers.

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5 The Payne Fund Studies, Motion Pictures and Youth (New York: The Macmillan Company, 1933-35)

McClusky[6] states, "The power of the motion picture to develop behavior and attitudes in keeping with educational purposes would, if it were properly used, not only step up the intelligence of our citizenry both with respect to moral, social, economic and political issues in this country but also with respect to world problems."

Mark A. May[7] predicts"that, before many years have passed, the motion picture will rise from its present subordinate position as a "visual aid" to at least a co-ordinate position with the leading subject matter of the curriculum and that it will become an integral part of the course of study, and be generally regarded as one of the indispensable elements in the curriculum."

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6 Dean F. McClusky, "Will the Film and School Join Hands," Education. LVIII: 449-53, April 1938.

7 Mark A May, "Educational Possibilities of Motion Pictures," Journal of Educational Sociology XI : 148-60, November 1937.

The Encyclopedia of Educational Research[8] states that the following claims for values of visual materials used adequately in the teaching situations are supported by research evidence:

1. "They supply a concrete basis for conceptual thinking and hence reduce verbalistic response of students.
2. "They have a high degree of interest for students.
3. "They supply the necessary basis for developmental learning and hence make learning more permanent.
4. "They offer a reality of experience which stimulates self-activity on the part of the pupils.
5. "They develop a continuity of thought; this is especially true of motion pictures.
6. "They contribute to growth of meaning and hence to vocabulary development.
7. "They provide experiences not easily secured in other materials, and hence they contri-

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8 Walter S. Monroe, Editor, "(Chapter on Visual Aids)", Encyclopedia of Educational Research, University of Illinois, 1941.

bute to the depth and variety of learning." From the same source the opinions listed as contradictory opinions include:

1. "They dull the imagination of pupils.
2. "They induce passivity in learning.
3. "They provide learning crutches which later prove to be a hinderance in moving toward abstract thinking."

The administrative criticisms are:

1. "They are too expensive.
2. "They are difficult to obtain and distribute."

The remainder of this chapter will be devoted to brief comments of experiments conducted with motion pictures. This material is summarized from the Thirteenth Yearbook of The National Elementary Principals. Among them are:

1. Einbecker[9] who attempted to determine the relative values of talking and silent motion pictures. The experiments were

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9 William F. Einbecker, "Comparison of Verbal Accompaniments to Film," School Review, 41: 185-92, March 1933.

conducted with seventh grade classes in general science and eleventh and twelfth grade classes in physics. The investigation concluded that the talking picture had little or no advantage over the ordinary silent picture when accompanied by well-planned comments of the teacher.

2. Knowlton and Tilton[10] attempted to measure the contribution of photographs to the enrichment, retention, and creation of interest. The subjects of the study were 531 pupils of the seventh grade. The investigators used ten films from the Yale University, Chronicles of America. The conclusions formed were as follows:

   (a) The ten photoplays increased the learning of pupils about 20 per cent.

   (b) The movies were particularly helpful in teaching the interrelationships involved between events and forces.

   (c) The pupils who were taught by photoplays remembered 20 per cent more after three months.

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10 Daniel C. Knowlton and J. Warren Tilton, Motion Pictures in History Teaching, (New Haven: Yale University Press, 1929) 182 pp.

(d) The photoplays increased participation in classroom discussion.

(e) The photoplays had no apparent effect upon the rank given to history in relation to the other school subjects.

(f) Pupils who were subjected to the photoplays did not read more history in the school library, nor did they read more history outside of school, although they did read more in connection with the regular class instruction.

3. Goodykoontz[11] and others attempted to determine the influence of sound pictures on learning. Ninety-seven boys and girls from eighth grade classes throughout the United States were assembled in Washington, D. C. By means of true-false and multiple choice tests on the general topics of the five selected movies, "Toads", "Monarch Butterflies", "Volcanoes", "Glaciers", and "River Valleys", the conclusions arrived at were:

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11 Goodykoontz, Bess and Others, Sound Pictures as a Factor in Education (New York: Fox Film Corporation, 1931) 11 pp.

(a) While the boys usually had higher scores on the initial test than the girls, the boys averaged greater gains as the results of exposure to the films.

(b) Both boys and girls gained about 38 per cent over their knowledge as shown by a pre-test.

4. Poole[12] attempted to determine the best method of presenting motion pictures to mixed elementary groups. The six procedures were as follows:

(a) Informal discussion for the children while viewing the film.

(b) Lecture by the teacher during presentation of the film.

(c) No talking or discussion of presentation at any time.

(d) Discussion of the film topic under a student chairman or the teacher preceding the showing of the film.

(e) Discussion of the film, either under a student chairman or the teacher after the showing of the film.

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12 Irene Poole, "The Motion Picture in the Classroom," Educational Screen. 10: 169-71, June 1931.

(e) While the boys usually had higher
on the initial test than the girls, the
boys averaged greater gains as the
results of exposure to the films.

(f) Both boys and girls gained about 35
per cent over their knowledge as shown
by a pre-test.

4. Poole[12] attempted to determine the best method of presenting motion pictures to mixed elementary groups. The six procedures were as follows:

(a) Informal discussion for the children while viewing the film.

(b) Lecture by the teacher during presentation of the film.

(c) No talking or discussion of presentation at any time.

(d) Discussion of the film led under a student chairman or the teacher preceding the showing of the film.

(e) Discussion of the film, either under a student chairman or the teacher after the showing of the film.

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[12] Irene Poole, "The Motion Picture in the Classroom," Educational Screen, 10: 169-71, June 1931.

(f) A combination of the last two.

Results: The author concluded that the best results were obtained when there was no introduction to a film but instead a review and discussion after the presentation.

5. Wood and Freeman[13] attempted to determine the contribution made by twenty teaching films to the regular classroom work. Classes in which the films were used were compared with classes which did not have the advantage of this device. Conclusion: There was overwhelming evidence that the films were highly effective in arousing interest and improving the project work, classroom discussion, and writing.

B. MOTION PICTURES COMPARED WITH OTHER AIDS

The following are some of the research experiments conducted in which the use of the motion picture is compared with other aids:

1. Gibbs[14] used health materials to measure the efficiency of instructions by motion pictures in

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13. Ben D. Wood and Frank N. Freeman, Motion Pictures in the Classroom (Boston: Houghton Mifflin Company, 1929) 392 pp.

14. David Gibbs, "An Experiment as to Economy of Time in Instruction by Use of Motion Pictures," Educational Screen, 4: 520-26, November, 1925.

regard to economy of time. This was a textbook and recitation method versus textbook, recitation, and movie method. The test given one month after the experiment showed that on the average the group shown the film remembered more facts and with greater accuracy than those who had been taught by the textbook method alone.

2. Mead[15] attempted to obtain data as to the relative merits of a taught lesson, a film lesson, a taught and film lesson. The experiments involved 108 pupils in the third, fourth, fifth, and sixth grades. The same pupils were taught by all three methods. The combination of the taught lesson and the film seemed to be the best. The film alone was four times out of seven better than the usual taught lesson.

3. Freeman[16] and others investigated the possibilities of improving the positions of children in penmanship through the use of motion picture films.

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15 Cyrus D. Mead, "Visual vs Teaching Method, An Experiment," Educational Administration and Supervision, 13: 505-18, November, 1927.

16 Frank N. Freeman, Lena S. Shaw, and D. E. Walker, The Use of a Motion Picture to Teach Position and Penholding in Handwriting (Chicago: University of Chicago Press, 1924)

Children of the upper grades of the elementary schools were chosen as subjects. The general conclusions were that those pupils shown the film made markedly greater gains in position than did the groups receiving other types of instruction.

4. Young[17] attempted to ascertain the value of moving pictures in teaching agriculture. The pupils were of the sixth, eighth, and ninth grades. This was another case of textbook-lecture method versus textbook-lecture-film method. The author concluded that instruction with the aid of moving pictures was superior to the usual teaching methods.

5. Arnspiger[18] attempted to compare the effectiveness of sound pictures in general science and music with the usual methods of classroom instruction. The pupils in the experiment were in the fifth and seventh grades. The author concluded that those youngsters taught by the use of sound pictures

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17 A. L. Young, "Teaching With Motion Pictures," Peabody Journal of Education, 3: 321-26, May 1926

18 Varney C. Arnspiger, "Measuring the Effectiveness of Sound Pictures as Teaching Aids." Contributions to Education, Number 565, (New York: Teachers College, Columbia University, 1933) 156 pp.

made greater gains than those who were taught by the usual methods. The data also showed that talking pictures make distinct contributions to the learning of pupils who are below as well as those who are above average intelligence.

D. ARMY-NAVY FINDINGS

No report on the use of motion pictures would be complete without some mention of the government's war-time use of this medium. The following is taken from "More Learning in Less Time,"[19] a manual published by the United States Navy:

"War-time training requires preparing men for duty better and faster than ever before. To help do this job the navy has turned, on a basis of proved experience, to audio-visual aids. 'More Learning in Less Time' is the basic United States Navy manual on the educational use of these instructional tools. Publications of this manual meet, in part, the demand for help in using these aids to train large numbers of men better and faster in naval schools, operational

19 More Learning in Less Time, U. S. Navy Manual(Washington, D. C., U. S. Navy, 1943)

bases, and aboard ship.

The navy has always been alert to adopt new training ideas when their worth has been proved by practical experience. Beyond all doubt, navy experience has demonstrated the value of motion pictures in the training program.

It has been found that the proper use of the motion picture training films strengthens and shortens training, both with forces afloat and in classrooms ashore. As a result, the navy has developed an extensive program of motion picture production, distribution, and utilization to serve its varied training needs.

Training films can bring many experiences to the men in navy classrooms. Here they may see the officer of the deck performing his duties aboard ship, the internal operations of the range keeper, or hundreds of other aspects of navy duties and operations. In countless subjects, the film re-enacts movement; analyzes functions; adds natural sound to

the action or object; appeals to the emotions; and portrays life-like situations. The characteristics of the motion picture enable every man to have a front seat in navy experience."

CHAPTER III

THE SUBJECT MATTER OF HEALTH EDUCATION

A. The Aims of Health Education

In considering just what desirable outcomes or aims that we wish the school to achieve in presenting a well rounded course of study in health education, we find that some of the following should be included in an eighth grade course. These aims are selected from a report of a joint committee of the National Education Association and the American Medical Association.[1] They are:

1. "To instruct children and youth so that they may conserve and improve their health.
2. "To establish in them the habits and principles of living which throughout their school life and in later years will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life.

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1 "Health Education," A Report of Joint Committee, National Education Association and American Medical Association, 1930 (Revised), P. 13.

3. "To influence parents and other adults, through the health education for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself."

Not all of these aims will be fulfilled. To fulfill them in their entirety would indeed, be quite an accomplishment. However, nothing is lost in attempting. In order to determine just what films we wish to show to our eighth grade class, it is necessary to give some thought to the subject matter of our health course so that the requirements of the aforementioned aims will be met.

Let us restate some of the health practices and knowledges of a satisfactory health course of study as mentioned in the introduction of this paper. These are from the text, "Teaching Procedures in Health Education", by Conrad and Meister.[2] They include the following:

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2 Howard L. Conrad and Joseph F. Meister, Teaching Procedures in Health Education (Philadelphia: W. B. Saunders Company, 1939)

1. "Sufficient knowledge of anatomy and physiology, including body mechanics, rest, diet, ventilation, and sunshine exposure.
2. "A realization of the physical limitations of one's body.
3. "An understanding of the effect of alcohol, tobacco, and narcotics on the human body.
4. "An understanding of first aid, safety education and how to protect the body against adverse conditions of disease.
5. "An understanding of hazardous industrial working conditions.
6. "An understanding of local, state, and governmental health agencies."

As time goes on we find that the subject matter of health changes, but it is quite reasonable to expect that to interest the child in living a healthy life is an aim that will always be considered important. If the child can be made to realize the necessity of setting up or establishing a number of flexible habits of healthful living," then education has served

much of its purpose in the field of health. "What one does is more important than what one knows" is quite applicable to this study. We are not so interested in the teaching of abstract facts about health to a child as we are concerned the child use these facts in his everyday living. It is the transfer and use of health material which determines whether the child has gained from his study.

B. The Selection of Subject Matter from Textbooks

The purpose of this chapter is to select the most common subject matter topics chosen from a number of junior high textbooks. From these textbooks will be chosen the health categories for a supplementary film showing to the group.

There are many textbooks on the market that offer complete courses in health for an eighth grade class. All these are similar in content. Let us

examine these books to see what their authors consider as important subject matter for an eighth grade class. The books selected for this analysis are:

A. Charters, W. W., Smiley, Dean F., and Strang, Ruth M., A Sound Body. New York: The MacMillan Company, 1941.

B. Burkard, William E., Chambers, Raymond L., and Maroney, Frederick W., Working Together for Health. New York: Lyons and Carnahan, 1943.

C. Brownell, Clifford Lee, Ireland, Allen Gilbert, and Towne, Charles Franklin, Science in Living. New York: Rand McNally and Company, 1935.

D. Andress, J. Mace, Goldberger, I. H., and Hallock, Grace T., The Healthy Home and Community. Boston: Ginn and Company, 1939.

E. Brownell, Clifford L., Ireland, Allen G., and Towne, Charles F., Progress in Living. New York: Rand McNally Company, 1935.

F. Brownell, Clifford L., and Williams, Jesse F., Training for Living. Boston: American Book Company, 1943.

G. Turner, C. E., and Burton, C. E., Building Healthy Bodies. Boston: D. C. Heath Company.

H. Blount, Ralph E., The Science of Everyday Health. Boston: Allyn and Bacon, 1941.

I. Williams, Jesse F., and Oberteuffer, Delbert, Health in the World of Work. New York: McGraw-Hill Book Company, Incorporated, 1942.

From this list of textbooks the following topics were discovered to be common to all. The health subjects range all the way from the process of digestion in the human body to the problems of war-time living in a community.

The letters in the table, "A", "B", "C", etc. refer to the aforementioned textbooks. Letter "A" representing Charters, Smiley, and Strang, A Sound

Bennett, Clifford L., and Tilton,
Jesse F. Turning for Life. Boston:
American Book Company, 1944.

Farmer, C. F., and Burton, C. L. Well for
Healthy Bodies. Boston: D. C. Heath Company.

Minnot, Ralph T. The Science of Everyday
Health. Boston: Allyn and Bacon, 1941.

Williams, Jesse F., and Quarterly, Delight.
Health in the World of Work. New York:
McGraw-Hill Book Company, Incorporated,
1942.

From this list of textbooks the following
facts were discovered to be common to all. The
health subjects range all the way from the process of
digestion in the human body to the question of wholesome
living in a community.

The letters in the table, "A", "B", "C", etc.
refer to the abbreviations textbooks. Letter "A"
represents Character, Unity, and Purpose. A Sound

Body; letter "B" standing for Burkard, Chambers, and Maroney, Working Together for Health, etc.

The figures indicate the number of pages devoted to that topic in each particular textbook. In many cases there is an overlapping of topics, and it has been difficult to list the exact number of pages devoted to some topics. However, the figures given are reasonably correct. The letter "M" in the figure column means the topic was mentioned but no special treatment was given to it.

TABLE I

NUMBER OF PAGES DEVOTED TO HEALTH TOPICS IN NINE EIGHTH GRADE TEXTBOOKS

	A	B	C	D	E	F	G	H	I	T *
Digestive System	30	5	2	M	M	2	20	14	3	76
Heart & Circulation	21	6	3	M	M	3	17	16	5	71
Structure of Bones	13	14	6	M	M	2	7	6	M	48
Nose, Throat, Lungs	17	7	6	M	M	7	22	30	M	89
Structure & Care of the Eyes	19	2	8	M	4	3	11	11	M	58

* Total Number of Pages for Topic

Body; letter "D" standing for Dwelling, Observe, and Harmony, Working Together for Health, etc.

The figures indicate the number of pages devoted to that topic in each puzzle for textbook. In many cases there is an overlapping of topics, and it has been difficult to list the exact number of pages devoted to some topics. However, the figures given are reasonably correct. The letter "E" in the figure column means the topic was mentioned but no special treatment was given to it.

TABLE I

NUMBER OF PAGES DEVOTED TO HEALTH TOPICS IN FIGURE CHAIN TEXTBOOKS

	A	B	C	D	E	F	G	H	I	J	K	L	M
Digestive System	30	E	E	E	M	1	E	45	14	E	Ye		
Heart & Circulation	21	C	E	E	M	E	C	17	15	5	Yi		
Structure of Bones	13	14	6	E	M	7	C	7	6	E	40		
Nose, Throat, Lungs	17	7	6	E	M	7	E	22	30	E	67		
Structure & Care of the Eyes	19	2	E	E	M	4	E	11	11	E	58		

* Total number of pages for Topic

TABLE I (Continued)

	A	B	C	D	E	F	G	H	I	T*
Structure & Care of the Teeth	4	M	7	M	M	M	5	5	M	21
Skin, Nails, Hair	19	6	10	M	M	M	15	16	15	81
Glands (Liver, Kidneys, Etc.)	7	M	6	M	3	5	7	5	5	38
Nervous System	13	10	8	M	3	4	17	15	5	75
Community Medical Problems	8	102	16	44	90	87	14	50	28	439
Safety in Home & on the Streets	21	24	3	20	7	43	13	21	30	182
Muscle Structure	18	3	7	M	M	4	13	22	M	67
First Aid	26	11	M	14	M	3	5	24	10	93
Consumer Goods Information	16	0	0	0	0	0	0	4	5	25
Medical Discoveries & History	18	45	29	62	23	50	10	30	25	292
Tobacco, Alcohol, Narcotics	4	17	6	23	17	11	5	11	5	99
Foods, Diets, Etc.	M	6	17	52	30	15	17	38	36	211
Shelter, Heat & Light	3	M	M	33	40	M	M	15	25	116
Industrial Health Problems	M	M	M	M	M	M	M	M	170	170
Importance of Posture	3	3	2	M	M	M	5	3	5	21

* Total Number of Pages for Topic.

TABLE I (Continued)

	A	B	C	D	E	F	G	H	I	T*
Mental Hygiene	0	3	0	12	0	32	6	15	M	68
War-Time Health Problems	0	50	0	0	0	50	0	4	M	104
Structure & Care of the Ears	13	3	2	M	M	10	15	8	6	57
TOTAL(ENTIRE TABLE)	272	296	128	260	217	331	224	363	203	2502

*Total Number of Pages for Topic.

We have now had the opportunity to discover to what extent health is discussed in our textbooks. For a clearer picture it will be necessary to arrange our topics in order of importance. The following table on the next page does that particular thing for us. Let us consider this table.

TABLE I (Continued)

TABLE II

IMPORTANCE OF HEALTH TOPICS ACCORDING TO NUMBER OF PAGES DEVOTED TO MATTER IN TEXTBOOKS

1.	Community Medical Problems	439	18 % *
2.	Medical Discoveries & History	292	12 "
3.	Foods, Diets, Etc.	211	8 "
4.	Safety in Home & on the Streets	182	7 "
5.	Industrial Health Problems	170	7 "
6.	Shelter, Heat & Light	116	4 "
7.	War-Time Health Problems	104	4 "
8.	Tobacco, Alcohol, Narcotics	99	4 "
9.	First Aid	93	4 "
10.	Nose, Throat, Lungs	89	4 "
11.	Skin, Nails, Hair	81	3 "
12.	Digestive System	76	3 "
13.	Nervous System	75	3 "
14.	Heart & Circulation	71	3 "
15.	Mental Hygiene	68	3 "
16.	Muscle Structure	67	3 "
17.	Structure & Care of Eyes	58	2 "

* Approximate Percentage

TABLE II

TABLE II (Continued)

18.	Structure & Care of Ears	57	2 % *
19.	Structure of Bones	48	2 "
20.	Glands (Kidneys, Liver, Etc.)	38	2 "
21.	Consumer Goods Information	25	1 "
22.	Importance of Posture	21	.8 "
23.	Structure & Care of Teeth	21	.8 "
		2502	100 *

* Approximate Percentage

Let us examine the preceding table which summarizes the importance of health topics according to the number of pages devoted to the particular topic in the nine textbooks examined.

All of the eighth grade texts devote considerable space to community medical problems and to the matter of community healthful living. Such topics as the work of the state and federal health agencies, sanitation, sewerage, and recreational facilities are contained in this topic. They are of great importance to the health of the individual as well as to the community. Eighteen per cent of the total number of

pages of nine textbooks give this topic first place.

Second on the list of importance is the topic of medical discoveries which includes the history of medicine. Approximately twelve per cent of the space is devoted to it.

Third and fourth on the list are the subjects, food and safety. Industrial health problems tied for fourth place, but this largely due to the text, "Health in the World of Work, by William and Oberteuffer. The remaining topics received from four per cent to eight tenths of one per cent of space.

In considering this table as a guide for selecting supplementary teaching films, the following conclusions are apparent. Many of the best health films deal mostly with the physiological side of health. Such subjects as the structure and the care of the eyes, muscle structure, and first aid lend themselves well to films. While there are available films dealing with community medical problems etc., the number is considerably less that those dealing with the physiological topics.

Chapter IV of this paper has a listing of such films. The list is selective rather than exhaustive.

CHAPTER IV

A COMPILATION OF HEALTH EDUCATION FILMS

A. How to Use the Compilation

1. All films listed, unless otherwise indicated, are of the 16 mm. size, black and white, and one reel in length.
2. Title of film is underscored.
3. "Sd" symbol appearing after the title of the film indicates sound film. "Si" symbol means silent.
4. The abbreviation "min" indicated the time needed for showing in minutes.
5. "Int" stands for intermediate grade level; "JH", junior high; "SH", senior high; "C", college level.
6. A brief summary of the content of the film is next given.
7. Sources of each film are shown by number at the end of the commentary. These in turn refer to the Reference List of Distributors and producers following the list of films.

THE COMPILATION

I Community Medical Problems

1. The House Fly Si 15 min JH SH

An Eastman teaching film depicting the life history of the fly. By means of photomicrography the egg stage and the maggot stage are clearly shown. A model of a fly is used to show the external anatomy of the fly. (1-2)

2. The House Fly Sd 10 min JH SH

Produced by Erpi as a classroom aid to teach students about the structure, life cycle, and breeding places of flies. Also stresses the need for a community control of the fly. (1-12)

3. Let My People Live Sd 15 min JH SH C

Produced by the National Tuberculosis Association in 1938 to portray the conditions of poverty among the Negroes that lead to Tuberculosis. Shows the importance of detection, diagnosis, and early treatment of the disease. (5)

4. Men of Medicine Sd 16 min JH H C

The case for socialized medicines and the cooperative payment plan are presented. However, the films deals mostly with the training and work of doctors. The film will be helpful in stimulating a desire to enter the medical profession. (7-8)

5. Milk and Health Sd 7 min JH SH C

Produced by the March of Time to show the problems of supplying a community with Tuberculin free milk. (7-8)

6. How Disease is Spread Si 15 min JH SH C

This is a part of a 12 reel treatment of health topics entitled, "The Science of Life." It is prepared "under the direction of the Surgeon-General, U. S. Public Health Service, with the aid of many of the leading public health agencies of America. This particular reel deals with the transmission of disease by bacterial infection through carelessness." (14)

7. How to Prevent Disease Si 15 min JH SH C

Deals with water contamination, pasteurization, quarantine, vaccination, antitoxins, and contagious diseases in general. Part of "The Science of Life" series. (14)

8. How the Mosquito Spreads Disease Si 15 min JH SH C

Shows the life history of the mosquito. Stresses prevention of malaria and yellow fever. SectionII of the "Science of Life" series. (14)

9. How Plants and Animals Cause Disease Si 15 min JH SH C -- Section of "The Science of Life" series. Describes the types of bacteria and the diseases which they cause. Reported excellent. (14)

10. How Our Health is Protected Sd 20 min INT JH SH

How the health of the people of Denver, Colorado is protected. Same film is reported excellent for showing the work of health agencies of any state. (25)

II. Medical History, Discoveries, and Diseases

1. Man Against Microbe Sd - Si 11 min INT JH SH

Shows the importance of the microscope in combating disease. There are scenes depicting the work done by Leeuwenhoek, Pasteur, and Lister in their battles against the early superstitions and prejudices. (4)

2. Behind the Shadows Sd-Si 12 min INT JH SH C

This film shows how the Tuberculosis germ works in the human body, how it is detected and what steps are taken to cure the disease. Characters in film are real and appeal to the students. (5)

3. Cancer - Its Cure and Prevention Sd 6 min JH SH C

A March of Time film reported excellent for showing students the cure and prevention of this dreaded disease. Methods of quack doctors and their fraudulent claims are exposed. (7-8-9)

4. Chose to Live Sd 18 min JH SH C

Another film designed to stress the importance of the early treatment of cancer. (8-11)

5. Life History of the Yellow Fever Mosquito Si 14 min JH SH . -- An Eastman teaching film produced in 1939 depicting the life cycle of the Yellow Fever mosquito. Life cycle is shown by means of photo-micrography and straight photography. Critics report titles and photography good. (1-2)

6. Man's Greatest Friend Sd 10 min INT JH SH

An historically accurate picture depicting the work done by Louis Pasteur in his discovery of a serum for Rabies. Photography is reported excellent and sound good. (13)

7. A New Day Sd 10 min JH SH C

This film deals with the treatment of Pneumonia by the nurse, doctor, and laboratory technician. It makes one conscious of the dangers of Pneumonia and the need for a care of the common cold. The use of the sulpha drugs is described. (4)

8. They Do Come Back Sd 17 min SH C

Another film put out by the National Tuberculosis Association in 1940 stressing the importance of early medical treatment when one has contracted Tuberculosis. The film has a human interest story. Photography and sound are reported excellent. (5)

9. Tracking the Sleeping Death Sd 10 min JH SH C

Produced by MGM Pictures, this film tells in story form about David and Mary Bruce's search for the underlying cause of Sleeping Sickness. While Sleeping Sickness is not a disease common to our country, the film does much to arouse an interest in the work of the medical profession. (8-13)

10. Tuberculosis, Its Diagnosis, Treatment and Control

Sd 11 min JH SH C - An Erpi film showing treatment of the disease, Tuberculosis. Reported by critics as an excellent film. (1-3)

7. A New Day 2d 16 min JH SF C

This film deals with the treatment of Pneumonia by the nurse, doctor, and laboratory technician. It makes one conscious of the dangers of Pneumonia and the need for a cure of the common cold. The use of the sulpha drugs is described. (4)

8. They Do Come Back 2d 17 min JH C

Another film put out by the National Tuberculosis Association in 1940 stressing the importance of early medical treatment when one has contracted Tuberculosis. The film has a human interest story. Photography and sound are reported excellent. (3)

9. Tracking the Sleeping Death 2d 10 min JH C

Produced by IBM Pictures. This film tells in story form about David and Mary Thurston agents for the underlying cause of Sleeping Sickness. While Sleeping Sickness is not a disease common to our country, the film does rouse an interest in the work of the medical profession. (3-12)

10. Tuberculosis, The Diagnosis, Treatment and Control

2d 11 min JH SF C - An Army film showing treatment of the disease, Tuberculosis. Accepted by critics as an excellent film. (1-3)

III Food - Diets, Etc.

1. Vitamin B_1 15 min Si JH SH C

An Eastman teaching film stressing the importance of Vitamin B-1 in our everyday diet. The film portrays the effect of VitaminB-1 on the diets of animals as well as humans. An interesting film well portrayed. (1-2)

2. Foods and Nutrition Sd 15 min JH SH C

An Erpi classroom film showing the normal dietary requirements of the human body. By means of photomicrography the growth of culture tissue is shown. (1-2-3-8)

3. Fundamentals of Diet Sd 15 min JH SH C

Produced by Erpi to show the body's need of the various classes of food. Results of diet deficiences are shown by experiments with animals.(1-2-3-8)

4. Choose Wisely for Health Si 20 min INT JH SH

A school produced film dealing with the selection of food at a school cafeteria. White rats are fed on the lunches. The experiment shows the results of a well chosen lunch and a poorly chosen lunch. Available through the Quincy School Department, Quincy, Mass.

5. Doctor's Daughter Sd 45 min JH SH C (3 reels)

A film which is available through your local bakery. It is a well acted, photographed film stressing well balanced diets and also debunks food fads and reducing pills.

6. Fun in Foods Sd 10 min INT JH SH C

A food expert, Frances Stern, lectures on diets and their work in the human body. Reported an excellent film for health classes. (29)

7. Vitamin D Si 15 min INT JH SH

An Eastman teaching film of a food series, showing the importance of Vitamin D in our everyday diet. Produced in 1941. (1-2-8)

8. We and Our Health Si 15 min INT JH

This film depicts " a study by elementary school children of the values of different kinds of foods." Write direct to the Pasadena City School Department, Pasadena City, California.

9. The A-B-C-D of Health Sd 15 min JH SH

Analyzes the vitamins necessary for good health. Shows the importance of proper preparation and cooking of foods. (27)

Boston University
School of Education
Library

10. Hidden Hunger Sd 30 min JH SH (2 reels)

A dramatized film to show the importance of good food, proper preparation and cooking of foods for the table. (6)

IV Safety in the Home and on the Streets

1. Carbon Monoxide: The Unseen Danger Si 15 min INT JHSH

A film to show the danger of carbon monoxide poisoning. Also shows how artificial respiration is performed on a person suffering from asphyxiation. (8-10)

2. Man at the Wheel Sd 12 min INT JH SH C

A safety education film produced by the March of Time and designed to educate pupils to practice safety in their everyday activities. The film is reported good for showing some of the hazards of bicyclists, and pedestrians. (7-8)

3. Safety on the Highway Sd 5 min JH SH C

Another March of Time short dealing with accidents on the highway. The story of the film tells how the Reader's Digest magazine article, "And Sudden Death" came to be written. (7-8)

4. We Drivers Sd - Si 11 min JH SH

By means of animated figures and straight photography this film illustrates good driving practices. Shows clearly the responsibilities of a driver of an automobile. Produced by the General Motors Corp. (8-15)

5. Bicycling With Complete Safety Sd 10 min INT JH SH

A film showing the safe method of riding a bicycle. Attention is focused on observance of traffic regulations. (16)

6. Spinning Spokes Si 18 min INT JH SH

Shows good safety practices for bicycle riders. Story is built around a high school boy who learns to observe rules of safe bicycle riding. (16)

7. Speaking of Safety Si 15 min INT JH

A National Education Association film which was produced to show good and bad safety practices on the street. (17)

8. Safety in the Home Sd 11 min INT JH SH

One of the many excellent Erpi classroom films. This film shows accident hazards in the home. (1-2)

9. Sentinels of Safety Sd 11 min INT JH SH

Produced by the Aetna Insurance Company. This film shows clearly some of the causes of household accidents. The kinds of accidents described are the results of claims handled by the insurance company. (18)

10. Pedestrian Habits Si 15 min INT JH SH

An excellent film showing the habits of people in crossing streets. "Each title asks the question, 'Do you do this?"

V Tobacco - Alcohol - Narcotics

1. The Beneficent Reprobate Sd - Si 42 mins INT JH SH C (4 reels)

A W. C. T. U. film designed to show students the effect of alcohol on the human system. A number of experiments are given to back up the views of this organization. (6)

2. Family Affair Sd 12 min JH SH C

Another W. C. T. U. film portraying the harmful effects of alcohol on the human body. Film ends with a talk by Dr. Robert V. Seliger, Psychiatrist, at John Hopkins University. Produced in 1941. (6)

3. It's The Brain That Counts Sd 20 min JH SH C

A W. C. T. U. film showing how accidents are caused by drinking too much alcohol. Interesting story form. (6)

4. The Pay-Off Si-Sd 20 min JH SH C

Another W. C. T. U. film showing the effects of alcohol upon the human body. (6)

VI - First Aid

1. First Aid - Control of Bleeding Si 15 min JH SH

An Eastman teaching film giving details on how to control bleeding from arteries and veins. Film is not repulsive to the viewer. (1-2-3-8)

2. First Aid - Life Saving and Resuscitation
Si 15 min JH SH C

Produced by Eastman and designed to give the viewer a knowledge of the correct method of saving and reviving drowning persons. A number of methods of breaking death grips in the water are shown. Also the proper way to adminster artificial respiration. (1-2-3-8)

3. First Aid - Care of Minor Wounds Si 5 min JH SH C

Another Eastman teaching film designed to stress the importance of caring immediately for minor wounds. (1-2-3-8)

4. First Aid - Carrying the Injured Si 5 min JH SH C

An Eastman film describing the uses of stretchers and the proper methods of carrying injured persons. (1-2-3-8)

5. Artificial Respiration Si 15 min INT JH SH

Produced by the National Safety Council to show the proper method of administering artificial respiration to drowning and carbon monoxide poisoning. (20)

6. First Aid Treatment for Snake Bite Si 4 min JH SH

A short, but very good treatment of what should be done when one is bitten by a poisonous snake. Of particular value to regions having poisonous snakes. (23)

7. First Aid Si 15 min JH SH C

Produced by Erpi class films and reported by critics as excellent for showing the general all-round procedures for caring for an injured person. (1-2-3)

VII - Nose - Throat - Lungs

1. Breathing Si 15 min INT JH SH

Describes the process of breathing in the human body by means of straight photography, animations, and diagrams. Reported good by teachers and students. (1-2)

2. Cloud in the Sky Sd 18 min JH SH

A film produced by the National Tuberculosis Association in 1940. Deals with the detection, diagnosis and the need for early treatment of this dreaded disease. Photography is reported good and sound fair by the critics. (5)

3. Mechanisms of Breathing Sd 11 min JH SH C

An Erpi classroom film produced to show the mechanics of respiration in the human body. Film makes use of photomicrography, diagrams, and straight photographic vivesection cases. (1-2-3-8-12)

4. The Human Voice Si 9 min INT JH SH

Shows the structure and functions of the human voice mechanism. By means of animations, diagrams, and straight photography, the various positions and sizes of the vocal cords are shown. (1)

5. How We Breathe Si 10 min JH SH C

A film from the Bray Studios showing the formation and functions of the lungs. Makes use of animated drawings as well as straight photography. Reported excellent. (14-6)

6. Breathing Sd 12 min INT JH

By means of moving diagrams this film portrays the process of breathing. (19)

7. Human Body Series - Part IV - The Respiratory System Si 15 min JH SH C

One of a series of films by Dr. Jacob Sarnoff. Considered excellent for portraying the workings of the respiratory system. (14-6)

8. Joan Avoids A Cold Sd 10 min INT JH

Teaches the precautions necessary to avoid catching colds. (24)

VIII - Skin - Nails - Hair

1. The Skin Si 15 min INT JH SH

Produced by Eastman in 1930 for the purpose of showing the important points about the skin, hair, and nails. Cleanliness of the skin is emphasized.

Cross sections of the skin show clearly the layers of the skin, the cells, and the sweat glands. (1-2)

2. The Human Skin Sd 15 min JH SH

Shows in detail the part played by the human skin of our body. Importance of cleanliness is stressed. (14)

IX The Digestive System

1. The Alimentary Tract Sd 11 min JH SH C

This film depicts the part played by the esophagus, the stomach, the small intestine, and the colon in the digestion of food. Treatment of the alimentary tract by this Erpi film is rated very well. (1-3)

2. Digestion Si 15 min INT JH SH

Depicts the process of digestion and absorption of foods into the blood stream. Film makes use of X-ray photography to show digestion clearly to the individual. Also contains animated drawings. (2)

3. Digestion of Foods Sd 10 min JH SH C

Another film put out by Erpi Films describing the process of digestion. Shows also the part played

by body chemicals on the digestion of food. Photography and sound are reported excellent. (1-3)

4. The Digestive Tract Si 22 mins JH SH C

Part III of The Human Body Series by Dr. Jacob Sarnoff. Put out by the Bray Studios. Reported excellent for the showing of the process of digestion in the human body. (14)

X The Nervous System

1. The Nervous System Sd 11 min JH SH C

Produced by Erpi in 1937 this sound film is excellent for showing the structure and function of the nervous system and the nature of the nerve impulses. Critics report photography and sound excellent. (1-3-12)

2. The Nervous System Series Si 15 mins each reel JH SH C - A series of films portraying various parts of the nervous system in detail such as (1) The Development of the Nervous System, (2) Conditional Reflexes and Behavior, (3) The Brain, and (4) The Spinal Cord, and (5) Reflex Action. (27)

XI Heart and Circulation

1. Circulation Si 15 min JH SH C

An Eastman teaching film depicting the course of the blood in the human body. Also shows the work of the heart and the other organs of the circulatory system. This film makes use of animations, diagrams, photomicrography, and straight photography. (1-2)

2. The Heart and Circulation Sd 10 min JH SH C

This Erpi classroom film is reported as an excellent one to show the workings of the heart in the human body. The circulation of the blood is shown by means of a glass model. The actual beating of the heart of a young man, infant, and an old man is heard when a stethoscope is applied. (1-12)

3. Heart Disease Sd 7 min JH SH C

Produced by the March of Time in 1937 this film is excellent to show the need for the care of the heart. Particular emphasis is placed upon childhood heart cases. (7-8)

4. Circulatory Control Si 15 min JH SH C

An Eastman teaching film excellent for the showing of the circulation of the blood in the body. (1-2-8)

XI. Heart and Circulation

5. Circulation Sd 9 min JH SH

A British production describing in intricate detail the process of circulation and the part played by the heart. (19)

6. The Heart and Circulation of the Blood Si 15 mins JH SH - Shows clearly the work of the heart in the process of circulation. Makes use of the microscope, X-ray, and animated diagrams. (20)

7. The Blood Si 12 min JH SH C

This film may be used in conjunction with the Eastman film "Circulation" to give a better picture of the circulation of the blood. Shows the clotting of the blood. Also pictures the red and white corpuscles etc. (1-2-8)

8. The Blood Sd 11 min SH
Nicely used in collaboration with the "Circulation" film by the Gaumont British Picture Corporation. (19)

9. Circulatory Control Si 15 min JH SH C

An Eastman teaching film showing the pressure of the blood in the arteries, how the blood pressure is measured, and the general structure of the veins etc. (1-2-8)

10. Action of the Human Heart Si 5 min JH SH
A Bray Studio film presentation portrayed on the film by means of animated diagrams. 1/3 of a reel. (14)

XII Muscles

1. Muscles Si 15 min INT JH SH

An Eastman teaching film showing the structure and function of muscles. The film shows the interrelationship of the nervous system and the muscular system. Exercise is stressed as a means of controlling and developing muscles. (1-2)

2. Exercise Si 15 min INT JH SH

Good for showing the importance of exercise in the healthy development of muscles, body organs, etc. Stresses value of swimming as an exercise. (26)

XIII - Structure and Care of the Eyes and the Ears

1. Eyes and Their Care Sd 15 min JH SH

An Erpi classroom film describing "the physiology and hygiene of the eye." Discusses in detail many of the common eye troubles. A newer film by Erpi. (1-3-12)

2. How You See Si 8 min JH SH

By means of animations and common photography this film explains how the human eye works. Produced by Bray Studios. (14)

3. How We Hear Si 5 min JH SH

Portrays the workings of the outer, middle, the inner ear. Animated technical drawings are used. (14)

4. The Eyes - Elementary Si 15 min JH SH

Produced in 1941 by Eastman as a classroom film designed to show the workings of the eye. The similarity of the eye to the camera is brought out. (1-2-9)

5. How the Eye Functions Si-Sd 15 min JH SH C

"Shows the functions of the various parts of the eye by diagramatic drawings. A good teaching film with clear explanatory notes." (6-16)

6. How the Ear Functions Sd 11 min JH SH C

Shows clearly the functions of the inner, middle, and outer ear. The film makes use of animations as well as straight photography. (6-16)

7. Life Begins Again Sd 20 min JH SH C

Describes the importance of hearing properly. Film portrays a school girl who has made a poor showing in her school work due to her inability to hear well. After given a hearing aid her work improves. (6-30)

8. Recalled To Life Sd 29 min JH SH C (2 reels)

Produced by the Sonotone Corporation to show the need for good hearing in social and business situations. A feature of the film is the hearing of how music and speech sound to certain deaf people. (6)

9. Eyes for Tomorrow Sd 15 min JH SH

Shows the need for good eyesight in the future as well as today. Stresses need for examination and shows the eye hazards of industry. (31)

XIV Structure and Care of Teeth

1. Care of the Teeth Si 15 min INT JH SH

An Eastman teaching film designed to show the structure of the teeth, the importance of the dentist, and the proper care of the teeth. Method of presentation includes diagrams, X-ray views, and straight photography. (1-2)

2. How Teeth Grow Si 15 min INT JH

A very clear cut film by Eastman depicting the growth of teeth from infancy to maturity. Close-ups are given showing children at various stages of tooth development. (1-2)

3. Betty's Crooked Teeth Si 15 min EL JH SH

Designed by the American Dental Association to stress the importance and the need for correcting crooked teeth when young. Critics state the film is good especially for schools of the higher income brackets. (22)

4. Bobby's Bad Molar Si 14 min INT JH

An American Dental Association film stressing the importance of good care of one's teeth. (22)

5. Clara Cleans Her Teeth Si 15 min INT JH SH

Stresses need for the care of teeth. Told in an interesting manner. (22)

6. Tommy Tucker's Tooth Si 15 min INT JH

Told in story form. Tommy gets the "job" due to his good looking teeth. Shows proper method of caring for the teeth. (22)

7. The Teeth Sd 15 min JH SH C

An Erpi classroom film designed to stress the importance of the care of the teeth. Shows the need for a good diet and uses animations to picture tooth development. (1-2-3-8)

8. An X-ray on Teeth Si 5 min JH SH

Shows X-ray pictures of infected teeth. The film gives one a realization of the destructive effect upon health that infected teeth have. (14)

9. Smiles Have It Sd 10 min EL JH SH

An interesting presentation of the quarterly dental check-up of Mary and Tommy. The children learn much by a visit to the zoo. Suitable for students in high school as well as elementary. (16)

10. Dentistry - A Career Sd 20 min JH SH C

A film designed to show the training and kind of knowledges necessary to become a dentist. It has proven very interesting to junior high students. (28)

XV Bones - Body Framework

1. The Body Framework Si 15 min INT JH SH

Appraisers report this film good for showing how the bones, the framework of the body, give us support, protection, and shape. A meat market scene shows the layers of the bone; also blood vessels. (1-2)

2. The Human Skeleton Si 38 min JH SH C (2 reels)

Part I of the "Human Body Series" by Dr. Jacob Sarnoff. Portrays in great detail the structure of the framework of the human body. (14)

3. The Human Skull Si 30 min JH SH C (2 reels)

Part II of the "Human Body Series" by Dr. Jacob Sarnoff. Shows the component parts of the skull. An excellent detailed film. (14)

XVI - Glands - Liver - Kidneys

1. Endocrine Glands Sd 11 min SH C

Shows the location and the functioning of the parathyroid, pituitary, pancreas, and thyroid glands. Critics report photography and sound of good quality. An Erpi Classroom film. (1-3-12)

2. The Work of the Kidneys Sd 11 min JH SH C

The work of the kidneys told in an interesting manner of the kind Erpi is known for. The film makes use of stop- motion photography, animated drawings, and laboratory demonstrations to put across its subject to its viewer. (1-3-12)

3. Body Defense Against Disease Sd 15 min JH SH

Shows the work of the liver, spleen, skin, and mucous membranes. Produced by Erpi, it is excellent for junior high and senior high groups. (1-2-3-8-12)

4. The Urinary System Si 15 min JH SH

One of the Human Body Series by Dr. Jacob Sarnoff. Shows by diagrams the "filtering plant of the body for the elimination of waste products." (14)

5. Control of Body Temperature Sd 11 min JH SH

Produced by Erpi to show how the temperature of the body is controlled. Shows the role of nerves, glands, and muscles in this process. (1-3)

XVII Importance of Posture

1. Posture Si 15 min INT JH

An Eastman teaching film designed to stress the importance of good posture while standing and sitting. Film closes with views of General Pershing riding in a parade. If one can overlook the out-of-date clothing, then this film will serve its purpose. (1-2)

2. Posture and Exercise Sd 15 min JH SH C

A recent Erpi film showing the effect of

exercise on posture. Like nearly all Erpi films this film is excellent for teaching purposes. (1-2-3)

3. Posture Si 15 min EL JH

Shows the need for good posture in order to have good health. (26)

4. Posture for Poise Si 22 min EL JH SH C

Importance of posture is stressed as a necessity for poise. (32)

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1. Educational Film Catalog Cook, D. E. and Rahbek-Smith, Eva. (New York: H. W. Wilson Co. 1935).

2. Selected Educational Motion Pictures. Committee on Motion Pictures in Education, American Council on Education. (Washington, D. C. 1942)

3. 1000 and One The Educational Screen. Chicago: 1944-45.

B. A Selected Reference List of Distributors and Producers

(Explanation of symbols) - Free means no rental cost save transportation charges. "R" means rental; "S" means sale; "Si" means silent films; "Sd" means sound films.

1. Encyclopedia Britannica Films, Inc., 1841 Broadway, New York, N. Y. Sd (S) Prices $50, $100; (R) $1.50.
2. Eastman Kodak Stores, Kodascope Libraries Division, 356 Madison Avenue, New York 17, N. Y. 16 mm. Sd and Si. (R) Prices; $.50 and up.
3. American Museum of Natural History, 79th and Central Park West, New York, N. Y. Sd and Si (R) Prices $1.50 per subject ; Si $.50 per reel.
4. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y. Sd. and Si (4 in 16 mm and 35 mm Sd, 1 Si, 2 color - Free, including transportation)

5. National Tuberculosis Association, 1790 Broadway, New York, N. Y. 16 mm Si and Sd ; R and S.
6. Y. M. C. A. Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y. 16 mm. Sd and Si. (R) Prices $.65 to $3.00. Some free.
7. March of Time, 369 Lexington Avenue, New York, N. Y. Films are available through nearest University Extension Division.
8. Boston University, School of Education, 84 Exeter Street, Boston, Mass. Si and Sd (R) Prices $.25 to $3.00.
9. Massachusetts State Department of Education, Boston, Mass. Si and Sd. Some free. (R) Prices $1.00 and up.
10. U. S. Bureau of Mines, Bureau of Mines Experiment Station, U. S. Department of Interior, 3000 Forbes Street, Pittsburgh, Penn. Free.
11. U. S. Department of Agriculture, Motion Picture Service, Washington, D. C. 16 mm. and 35 mm. Sd and Si. Some color, free.

12. Harvard University Film Service, The Biological Laboratories, Cambridge, Mass. (R) Prices vary.

13. Metro-Goldwyn-Mayer Pictures, Hollywood, Calif. (R) and (S). Prices upon request.

14. Bray Studios, Inc., 729 Seventh Avenue, New York, N. Y. 16 mm. Sd and Si (R) Prices $1.00 to $5.00: (S) Prices $15 to $50.

15. General Motors Corporation, Director of Public Relations, Broadway at 57th Street, New York, N. Y. 16 mm. and 35 mm. Sd. Some color. Free.

16. Bell and Howell Co., 1801 Larchmont Avenue, Chicago 13, Illinois. 16 mm. Sd and Si. R and S. (R) Prices $.50 to $3.00; (S) Prices $8.75 to $60.00.

17. National Education Association, Department of Visual Instruction, Washington, D. C. Information upon request.

18. Aetna Life Affiliated Companies, Safety Education Department, Hartford, Conn. 16 mm. Si and Sd. Free.

19. Gaumont British Picture Corporation of America, 1600 Broadway, New York, N. Y. (R) Prices upon request.

20. Carter Cinema Producing Corporation, 551 Fifth Avenue, New York, N. Y. R and S. Prices upon request.

21. National Safety Council, 20 North Wacker Drive, Chicago, Illinois. R only. Prices (R) $2.50.

22. American Dental Association, 212 East Superior Street, Chicago, Illinois. (R) Prices $1.00 per day

23. University of Arizona, University Extension Service, Tucson, Arizona. R only. (R) Prices $.25 to $2.00 plus transportation.

24. Coronet Productions, Glenview, Illinois. R and S. Prices upon request.

25. Association of School Film Libraries, 9 Rockefeller Plaza, New York, N. Y. R Prices upon request.

26. DeVry Films and Laboratories, 111 Armitage Avenue, Chicago 14. Illinois. 16 mm. Sd and Si. (R) Prices $.50 to $1.50; (S) $15 to $70.

27. Brandon Films, Inc., 1600 Broadway, New York, N. Y. (R) Prices $.50 to $2.00 (S) $8.75 to $45. Si and Sd.

28. Dr. Thomas B. McCrum, 4144 Charlotte St., Kansas City, Mo. (R) Prices upon request.

29. Films Inc., 330 West 42nd St., New York, N. Y. (R) Prices $1.25 to $20.

30. Western Electric Company, Inc., 195 Broadway, New York, N. Y. Free.

31. National Association for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y. Free or Sale. Limited number of films. Prices available upon request.

32. Iowa State Department of Public Health, Public Relations and Public Health Education, Des Moines, Iowa, Rental Prices upon request.

CHAPTER V

A MODEL LESSON ON THE USE OF FILMS IN THE TEACHING OF HEALTH

In using the film as a teaching aid in the instruction of health for the eighth grade, the writer finds there is much controversial information as to when is the most efficient moment to show the film. Psychologically, J. J. Weber[1] says we should use the film first as "humans think more easily from pictures into language than from language into pictures." Other educators object to this method on the basis that there is an anti-climax feeling shown by classes when this procedure is used.

There are a number of opinions to indicate that the more popular method of using the film in teaching is after the reading of the textbook material. Thus we have the method of topical film instruction as (1) Discussion, (2) Reading, (3) Film, and (4) Test. An experiment along this viewpoint to determine the most effective time to show films in connection with a topic was performed by the laboratory School of the

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1 J. J. Weber, Visual Aids in Education (Valparaiso University Press, 1930) Chapter XXV.

State Teachers College at Shippen Rock, Pennsylvania. The results which gave the scores in per cents of comparison were:

(1) Discussion, Reading, Film, Test 43 %

(2) Film, Reading, Discussion, Test 21 "

(3) Discussion, Film, Reading, Test 11 "

The method which we will follow in the presentation of our model lesson in the use of the film in teaching a health topic is number (1). First, just a word regarding the range of a film. C. F. Hoban[2] states, "An analysis of the use of motion pictures in schools shows that on the average a film has a range of seven years. This means that persons in the first grade and the seventh grade learn a great deal from the same picture.

Films intended for high schools can generally be used for the elementary school but not vice-versa very easily. Students usually see in a picture what they readily recognize or understand. It must be in terms of the child's understanding."

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2 C. F. Hoban, Jr., "Implications of Motion Pictures in the Elementary and Secondary School Curriculum," Educational Records, 22: 313-20, July 1941.

We have selected two highly recommended educational health films for our lesson. They deal with the structure and functions of the muscles and bones of the human body.

Title: Muscles

Body Framework

Where Obtained: Visual Education Service
131 Clarendon Street
Boston, Massachusetts (also see Chap.IV)

Cost: Rental, $1.00 each (plus transportation)

Contents: Structure and functions of the muscles and bones of the human body.

Showing Time: 15 minutes for each film.

Unit of Work: Physiology of the muscles and bones.

A. Aims of Lesson

1. To get a general conception of the muscles and bones of the human body.
2. To develop an understanding of the muscle and bone injuries common to the human body.
3. To interest the child in developing strong muscles and bones.

4. To develop an interest in good posture

B. Discussion - Approach to the Lesson

1. Discuss aims of this lesson.
2. Have pupils bring in pictures of athletes engaged in muscular activity.
3. Discuss these pictures, drawing pupils' attention to their strong muscles and bones.
4. Have a discussion of muscle and bone injuries.
5. Have a discussion on the importance of good posture.

C. Reading - Development of the Lesson

1. Eighth grade health textbooks.
2. National Safety Council Bulletins.
3. Insurance company pamphlets and leaflets.
4. National and state department of education health bulletins.

D. Explanation

1. Preview of the film by the teacher.
2. Explain to the pupils what they will see in the film to be shown.
3. Point out in advance the important health factors which the pupils should become familiar with.

4. Explain to the pupils they will be expected to know contents of the film, thus minimizing the danger of having pupils consider films merely an entertaining medium.

D. Film Showing

1. No comments necessary providing a good sound film is selected because the narrator is often an authority on the topic chosen. Comments may be given by the teacher if he is using a silent film. Film showing should not be stopped unless absolutely necessary as the effect of the film is lessened.

E. Test on the Film Showing. (Below)

COMPLETION EXERCISES

Write the correct answer in the blank space provided. Do as many as you are able to answer correctly.

1. The (Spinal Column) is a pliable chain of bones extending down the center of the back.

2. The large bundle of nerves leading from the brain is the (Spinal Cord).
3. The Scapula and the Clavicle are the chief bones of the (Shoulder).
4. The bones which help to support the intestines and other vital organs in the same region are called the (Pelvic) bones.
5. The upper part of the arm contains two bones, the (Ulna) and the (Radius).
6. The upper part of the leg contains one bone, the (Femur).
7. The lower part of the leg contains two bones, the (Tibia) and the (Fibula).
8. The bones of the rounded part of the head are known as the (Cranium).
9. The (Sternum) is the name of the breast bone.
10. To give the body support, protection, and shape are the chief purposes of (Bones).
11. (Involuntary) and (Voluntary) are the two distinct types of muscles in the body.
12. The (Ligaments) are the strong bands which hold the bones together at the joints.

13. The inside of most bones is filled with a soft substance called (Marrow).

14. What clothes are to the body, muscles are to the (Skeleton).

15. The appearance of a person depends upon not only the size of his muscles but also his (Posture).

TRUE-FALSE EXERCISE

Circle the letter "T" if the statement is true; circle the letter "F" if the statement is false.

1. (T.) F. Striped or striated muscles are voluntary muscles.

2. T. (F.) Involuntary muscles are those over which the mind has direct control.

3. (T.) F. A muscle is made up of fibers somewhat as a rope is.

4. (T.) F. Tendons fasten muscles to the bones.

5. T. (F.) The spinal cord is housed in the Femur.

6. (T.) F. The breaking of a bone is called a fracture.

7. (T.) F. After muscles are trained, they are able to do their work with very little attention.

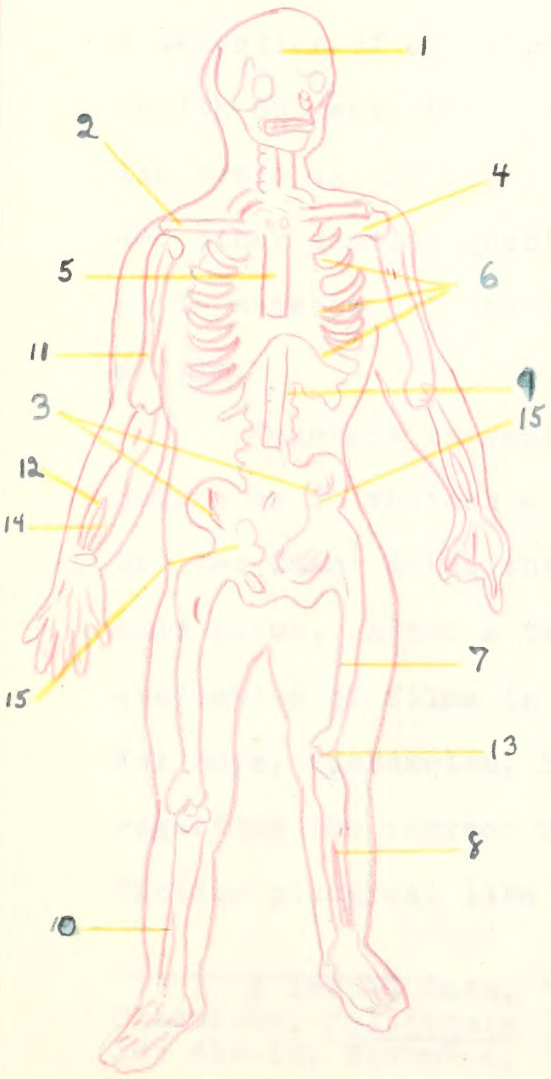
8. (T.) F. Voluntary muscles must be trained to do most of their work.

9. (T.) F. At the end of every muscle is a tendon.

10. (T.) F. Good posture reflects poise and balance.

MATCHING EXERCISE ON THE NEXT PAGE

Study the following diagram of the skeleton. Place the number in the space provided which completes the statement.



A. The Sternum is number (5).

B. The Collar Bone is number (2).

C. The Humerus is number (11).

D. The Radius is number (12).

E. The Ulna is number (14).

F. The Pelvis is number (3).

G. The Ribs are number (6).

H. The Fibula is number (10).

I. The Tibia is number (8).

J. The Femur is number (7).

K. The Cranium is number (1).

L. The Spinal Column is number (9).

CHAPTER VI

A METHOD OF EVALUATING MOTION PICTURES ON HEALTH EDUCATION

In consulting an educational film catalog on health subjects, one is amazed by the large number of possible films on a given topic. After making a selection of an approved film dealing with a health subject, how can one be certain it portrays its topic in the right manner to the class? This and other similar questions raise the thought that it is necessary to have some means of evaluating a film.

Teachers themselves can serve as the best judges as to whether a film answers their needs. Dr. Leo Cain[1] makes the following statement regarding this point. After a two-year period of classroom evaluation of films in the National Training School for Boys, Washington, D. C., the following principles regarding the correct usage of films were arrived at. "Motion pictures, like other classroom tools, require

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1 Leo F. Cain, "Evaluation of Films Used in the Classroom, California Journal of Secondary Education. 16: 410-12, November, 1941.

care and discrimination in their use. And it is not enough that films be considered worthwhile by professional critics - the teachers themselves have to judge the efficacy of this new teaching tool."

Dr. Cain further points out the fact that if schools wish to use motion pictures effectively then a continuous program of evaluation must be set up. Among the principles of good film usage are:

1. "There must be a definite curriculum purpose for using a motion picture.
2. "The motion picture must be an integral part of the classroom.
3. "After the motion picture has been shown, there should be time for child reactions to the picture, and these reactions should constitute a check on learning.
4. "The teacher is to guide the work in the developing of the recognized purpose.
5. "A general procedure may be used to ease the class into a discussion situation which will encourage free and spontaneous reactions. This may result in several types

of behaviour such as discussion, construction and creative activities using dance, music, art, or oral expression.

6. "An opportunity should be given for the raising of new problems, the altering of old ones, or the setting of new purposes."

Let us consider the opinion of another authority regarding the evaluation of the school's use of motion pictures. C. F. Hoban, Jr.[2], in an Education Screen magazine article says, "Good films, those which are suitable for use in schools should:

1. "Relate to the needs of students and of society.
2. "They must be dramatized in a setting of human, social, and contemporary significance.
3. "They must be constructed to appeal not only to the intellectual processes, but to the ideals, emotions, and motivation of human behavior."

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2. C. F. Hoban, Jr., "Something Wrong With Films in General Education?", Educational Screen, 17: 115-116 April, 1938.

In another article by the same author Mr. Hoban[3] states, "Teachers should be trained to make the most effective utilization of motion pictures in the curriculum. Schools no longer can stand aloof from evaluation in the shuffle. They will have to demonstrate their efficiency, or they will be curtailed. Unless the schools can demonstrate that their use of films is an efficient one, they may find the public will not support a program of films in formal education."

In order that we come to the point of this chapter and have some definite criteria for judging our health films, the writer submits the following methods of evaluation or scoring health films. The first is taken from "Teaching Procedures in Health Education,"[4] by Conrad and Meister. It is:

In selecting films suitable for use in health education, the following criteria may be used.

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3 C. F. Hoban, Jr., "Educational Films Today and Their Future," California Journal Secondary Education, 16: 395-9, November, 1941.

4 Howard L. Conrad and Joseph F. Meister, Teaching Procedures in Health Education (Philadelphia: W. B. Saunders Company, 1939)

	Yes	No
1. Is the subject matter presented in an unbiased and scientific manner?		
2. Is enough real learning accomplished through the film to justify its use?		
3. Are the characters and situations real?		
4. If humor is introduced, does it occur to such an extent that the serious purpose of the film is lost sight of?		
5. Is the visibility satisfactory, or will eye-strain result from the projection?		
6. In the scenes of vital importance, is there sufficient duration of exposure for class comprehension?		
7. Is the health knowledge conveyed through the film sufficiently stimulating to exert an influence on health practices, attitudes, and skills of the pupils?		

Our second set of criteria is chosen from a booklet by the Bell and Howell Company. This booklet

"Filmo on the Faculty", submits the following criteria for rating a film: In order that we may build a library of recommended films, please rate the film and make your recommendations.

	Yes	No
1. Did the film fit in with your unit of study?		
2. Did the film stimulate further study?		
3. Did the film stimulate individual interests?		
4. Was the film well adapted to the abilities of the group?		
5. Did the film satisfy your purpose in showing?		
6. Did the film appeal to the whole group?		
7. Did the film add new information?		
8. Was the film excessively commercial?		
9. Was the film up-to-date?		
10. Do you recommend this film for future showing?		

Among other score cards which may be used for rating the effectiveness of films is the following by Edgar Dale and Lloyd L. Ramseyer.[5]

Name of Evaluators: Date:

Name of Film: Producer:

Source of Film: Type of Film:

I. Objectives which you plan to attain by using this film:

II. Teaching Effectivness:

1. Is the film up-to-date? If not, indicate any points where it is not.
2. Is the film accurate? If not, indicate points where it is not.
3. For the teaching purposes indicated, does the film fit the maturity level of:
   a. Elementary students?
   b. Junior high school?
   c. Senior high school?
4. Is the film too long? Too short? Just right? Comment .....

5 Edgar Dale and Lloyd L. Ramseyer, Teaching With Motion Pictures, American Council on Education. 1937.

5. Degrees to which film presents new materials or information (circle figure) - Low 1 2 3 4 5 High

6. Probable interest of film to group with whom you intend to use it (circle figure) Low 1 2 3 4 5 High

III Mechanics of Film (circle figure) Low High

1. Clarity of objects and scenes. 1 2 3 4 5

2. Adequacy of close-ups. 1 2 3 4 5

3. Sound quality. 1 2 3 4 5

4.Titling. Comment

5. Vocabulary. Comment

6. Organization(coherence, sequency, etc.) (circle figure) 1 2 3 4 5

IV Administrative Factors.

1. Price: Satisfactory? Unsatisfactory?

2. Conditions under which film is obtainable?

M. R. Brunstetter[6] lists these points to be considered in the judging of classroom films.

1. Name of film:

2. Name of teacher:

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6 M. R. Brunsetter, How to Use the Educational Sound Film. (Chicago: University of Chicago Press) p. 88-89.

3. This film is suitable for a unit on:

.....

4. Strong points of the film:

5. Weak points of the film:

6. Observations and remarks:

.....

.....

7. What does sound add?

8. Does film add new information?

In order that the pupils may have an opportunity to record their reactions to the film which they have been shown, the following criteria in score card form is submitted. This is based on McKown's and Robert's book, Audio-Visual Aids to Instruction.[7]

	Yes	No
1. Is the film accurate?		
2. Are the pictures of good quality?		
3. Are the pictures attractive?		
4. Is the film limited to the presentation of the important facts?		
5. Does the film seem to have reasonable standards of technical excellence?		

7 Harry C. McKown, and Alvin B. Roberts, Audio-Visual Aids to Instruction.(New York: McGraw-Hill Book Company, Inc.,) 1940.

	Yes	No
6. Was the film easily understood by you?		
7. Was the film of a suitable length?		
8. Do you think this was a worthwhile film to be shown you? Why?		
9. Did the film stimulate your interest in the subject matter presented?		

CHAPTER VII

SUMMARY

It was the purpose of this service paper to report on the use of the motion picture in education, with special reference to its use in the teaching of health for grade eight.

In chapter I we stressed the need for the film in a good health educational program. The educational possibilities of a film motivated lesson are far reaching. The obvious contribution of films in providing realistic imagery to the pupils is an extremely important point. A second thought to bear in mind is that of the better organization of subject matter as presented by the good educational film. Equally important is the contribution of increased interest and enjoyment present in a film-motivated lesson.

Chapter II discussed the comments of many leading educators who have much to say in favor of the use of the motion pictures in education.

Our aim of interesting the child in living a healthy life must be foremost in our minds. We must instruct him to be aware of the necessity of establishing a number of "flexible habits of healthful living."

From the material presented we see that the motion picture is an excellent educational medium which definitely has its place in the classroom. It can no longer be thought of as merely an entertaining device. It is here to stay. "It must be thought of as an added tool of learning."

Using this educational medium, the teaching of health to the pupils of our eighth grade class becomes greatly stimulated, and the amount of learning which takes place is amazingly high. Although we still have the barriers of expense and distribution to overcome in our smaller communities, the motion picture is beginning to be included in nearly all good educational programs. The day is not far away when the film will be a supplementary must in the field of education and a real partner to the classroom teacher of health.

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